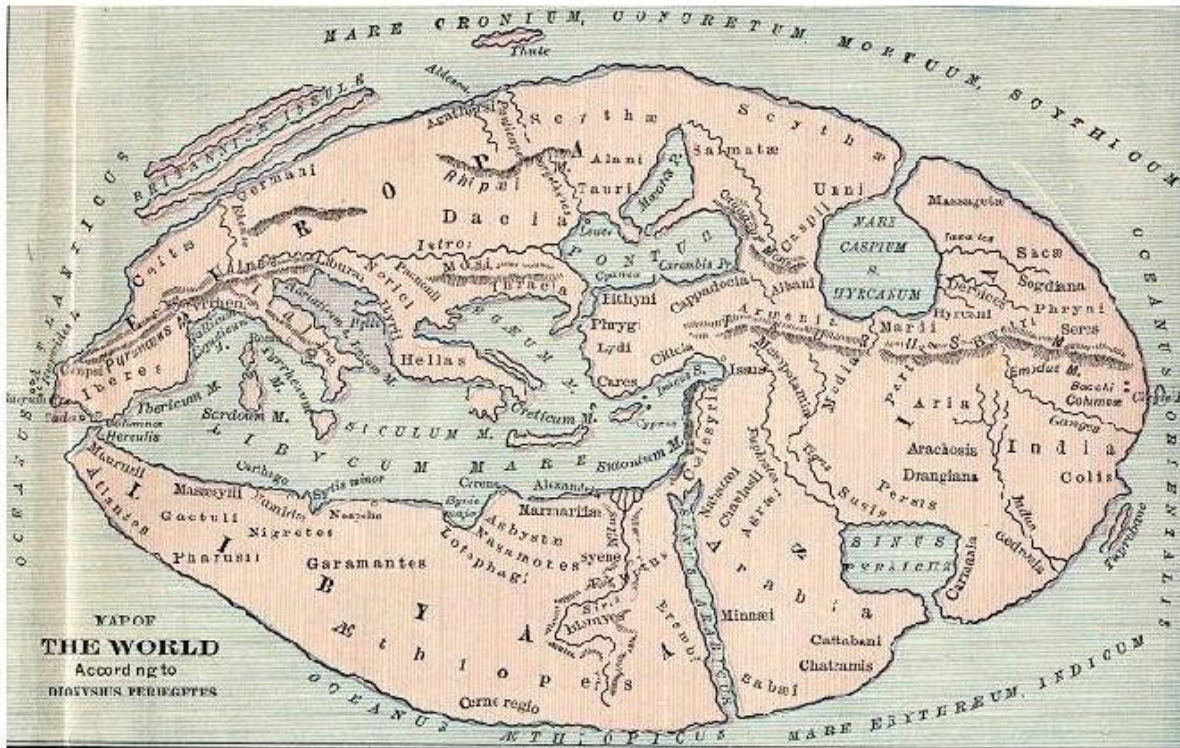


Concordia University
School of Arts and Sciences
Department of History and Political Thought

Core History 201 The West and the World
Ancient Civilization to Reformation – 3000 B.C. to 1500s A.D.



Semester Credit Hours: 3
Fall 2013 – Spring 2014

Instructors: **Drs. CJ Armstrong, Adam Francisco, Eleanor Pettus**
Alpha 205B, Beta 108A, Beta 108C

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Course Description

The Core Curriculum component of Concordia's General Education curriculum fosters common, sequential, and interdisciplinary learning. It provides a shared intellectual foundation that will be drawn on and developed in students' distribution courses, majors, minors, and (pre-) professional programs. Taken over the first four semesters at Concordia, Core courses in theology and biology, math and philosophy, and history and literature are paired each semester to facilitate interdisciplinary engagement. Giving attention to the close reading of great works from around the globe and across time, each Core course also emphasizes dialoguing about life's enduring questions and ideas, thinking critically, writing effectively, the interaction of faith and academics, and the cultivation of academic character. All of this takes place within a challenging and encouraging academic community of fellow students, faculty, and staff.

This course is part of Concordia's Core Curriculum. In the Core, you are challenged to cultivate yourselves intellectually, ethically, and spiritually. You are encouraged to develop strong academic habits – reading closely, thinking critically, communicating effectively, and making connections between disciplines and the Christian faith – that prepare you broadly for life, further studies, and your future vocations.

Because the Core is academically rigorous, students need to employ excellent study habits from start to finish each semester. Since the Core upholds the academic virtues of responsibility, merit, and integrity, students will receive the grade that they earn in a Core course. Only in certain circumstances will a student be permitted to withdraw (W) from a Core course. These are: 1) an exceptional, documented, personal tragedy that has prevented the student from participating in and fulfilling the requirements of the course and 2) withdrawal from the university. A student may also request a withdrawal in weeks ten (10) or eleven (11) if the student is in jeopardy of failing the course and meets these merit-based conditions: the student has attended 90% of the classes up to that point, handed in almost all of the assignments, taken all available tests, spoken promptly with the professor each time after receiving an academic warning, and followed through on the professor's advice for academic improvement. In each case, the student needs the written approval of the professor and Director of Core Curriculum to withdraw from a Core course. For more information on and resources for the Core, see the Core Handbook.

The West and the World: (From the catalogue:) *The emergence of the major political, cultural, social and economic developments of the Western world and its interaction on the world-historical stage from the earliest times, through the 16th century. Includes the Ancient, Medieval and Early Modern periods.*

This course presents a historical narrative of western civilization and selected contacts with the east through great books of history. The course will focus on reading significant texts, and research-based writing alongside lectures and class discussion.

Requirements:

Bibliography:

Required:

Besides the readings included for you in your course packet, the following texts are *required* and available for purchase in the campus bookstore:

Woolf, Alex. *A Short History of the World*. New York: Metro Books, 2008.

Hesiod. *Theogony and Works and Days*. Ed. and trans. by M.L. West. Reissue ed. Oxford World's Classics. Oxford: Oxford UP, 2009. ISBN 978-0199538317.

Herodotus. *The Histories*. Trans. by Robin Waterfield. Oxford World's Classics. Oxford: Oxford UP, 2008. ISBN 978-0199535668.

Aristotle. *Politics*. Trans. by Ernest Barker. Reissue ed. Oxford World's Classics. Oxford: Oxford UP, 2009. ISBN 978-0199538737.

Cicero. *On Obligations*. Trans. by P.G. Walsh. Reissue ed. Oxford World's Classics. Oxford: Oxford UP, 2008. ISBN 978-0199540716.

Virgil. *Aeneid*. Trans. by Stanley Lombardo. Indianapolis: Hackett, 2005. ISBN 978-0872207318.

Einhard. *Two Lives of Charlemagne*. Ed. and trans. by David Ganz. Rev. ed. Penguin Classics. London: Penguin, 2008. ISBN 978-0140455052.

Machiavelli, Niccolò. *The Prince*. Trans. by Peter Bondanella. Oxford World's Classics. Oxford: Oxford UP, 2008. ISBN 978-0199535699.

It is also assumed that you have the following book on writing style. Exact Chicago Manual of Style writing standards are explained thoroughly in it, and summarized for you in this syllabus' style-guide "cheatsheet." It is also useful for making sense of requirements for "why to cite," as well as "when" and "how." Make sure you have the book to refer to.

Hacker, Diana, and Sommers, Nancy. *A Writer's Reference with Writing in the Disciplines*. 7th ed. Boston: Bedford/St. Martin's, 2011. ISBN 978-0312601447.

You need to attend class, be ready and willing to participate meaningfully in discussion, take notes on lectures, and read the assigned texts. You will meet me in my office at least once this semester (for a scheduled tutorial for your writing assignment). You will meet the Core Peer Tutor for this class at least once this term, in progress to your paper or for study and reading questions. Mondays from 5:30-6:25 pm are set aside in your schedule for Core plenary

convocations. The exact dates when and places where you will meet for Core Convocation are either listed in the class schedule below or will be announced by your Core professor in class. Your grade will be determined by your successful completion of the requirements which include 1 major term paper (with several graded steps towards completion), roughly 16 readings quizzes, a midterm, and a final.

Assignments and evaluation

Your grade breakdown is as follows:

Midterm: 20%

Final Exam: 20%

Notice that your exams constitute almost half your grade for the class. You must take notes and study them. There will be a few questions from the texts you read for class, but by far the questions that will come in exams will be from notes you've taken in class daily. Expect to be tested on geography and history by having a map section, possibly some multiple-guess or matching section, some fill-in-the-blank section, and comprehensive essays.

Quizzes: 30%

Notice that almost a third of your grade is based on your being able to prove your mastery of the texts assigned for class. You must make it a priority to read these and understand them. Basic facts will be quizzed, as well as your understanding of some basic introductory information for each book. Expect to be quizzed with a fill-in-the-blank section and a multiple guess section, 10-20 questions for each quiz.

Paper: 30% (stages to the draft/outline: 15%, final paper 15%)

You must write 1 major term paper for the class, which you will begin working on from the first week. There will be various assignments leading up to the production of an initial thesis and outline/roadmap which you must accomplish by appropriate deadlines in order to get credit for them; the final paper will be due a few weeks after this to give you time for revision.

Grading Scale:	B+: 89-87	C+: 79-77	D+: 69-67
A: 100 – 95	B: 86-83	C: 76-73	D: 66-63
A-: 94-90	B-: 82-80	C-: 72-70	D-: 62-60 F: 50 and below

Core Peer Tutor



Rebecca Lott
rebecca.rierson@eagles.cui.edu
Hours: (TBA)
Location: (TBA)

Core Peer Tutors are students who can help you with your Core courses. They can assist you in comprehending readings, course content, and assignments as well as with reading, note-taking, and study skills. Each tutor is specifically linked to one Core course. All tutors have been nominated and approved by faculty who teach that course. They have excelled in the courses they are tutoring and received training to “coach” you toward success.

As you can imagine, these upperclassmen are students who, just like you, are busy with classes, extracurricular activities, employment, and their own lives. They are both able and willing to provide assistance to help you succeed in this class. Please take advantage of the time they are able to give, and respect their role as assistants to the professor and the Core Curriculum of Concordia University. You will see one of them at least once this term, so be sure to coordinate your schedule to fulfill this requirement.

For assistance with writing papers for your Core courses, see a student consultant at the Writing Center. These students are competent writers, who have been selected and trained by faculty to help you become a better writer.

Class Management (attendance and participation)

The following notes about attendance and participation attempt to address specific problems sometimes encountered with students. I strive to be fair at all times. However, in a class like this there is inevitably some subjectivity in grading (for instance, in evaluating essays, in considering class participation, in judging attendance problems, etc.). Yet, hard work, participation, preparation, and attendance almost always guarantee a student positive results. In other words, be committed!

Students are expected to attend all classes, to have completed the readings and assignments for that day, and to be active and involved in class discussion. On average, students should expect to spend two hours in preparation for each hour of class time.

You will use no electronic media during class time. This includes, but is not limited to, laptops, cell phones, e-readers, and tablets.

You will bring the book to class that we are scheduled to discuss. You will engage with material by opening it and responding to questions from it addressed to you by the professor and others. Be prepared.

It is not my policy to give makeup work (if you miss weekly quizzes, etc.). Your two lowest quiz scores will be dropped, so consider wisely any days you choose to miss. The only exception to this policy is if you must miss class because of a legitimate university activity (e.g. performance in a musical or athletic event); you must inform me well before your commitment, and you will be held to account for all information missed. Your coach, director, or event planner is not responsible for informing me; you are. In such a case a makeup quiz or exam must be taken prior to the event, or as soon afterward at the convenience of the professor. You will need to get notes from someone else in class if you need to miss for any reason.

I do not “post notes online”; such a practice is not fair to the majority of students who attend regularly.

I do not normally give extra credit. No extra credit assignments will be assigned in this class, so please do not bother asking for one.

I will not tolerate conversation unrelated to the subject at hand in class at the time, including texting or other electronic conversation. Please do not use a cell phone in class for any purpose whatsoever.

You will not get an attendance grade. I will, however, take attendance for my own records as you are required to attend and participate by listening, taking notes, discussing, asking questions when appropriate, and paying attention. It is in your best interest to attend, as there are assignments you will need to submit that must be handed to me in class, and there are from time to time opportunities for free grades based on your simply being in class. Put simply, your grade will be higher if you attend class whether there is a specific attendance grade or not.

I will not be using Blackboard as a regular communication tool, though there may be times it is convenient to have you access the class site. I will inform you about it in class – another reason to attend regularly. I have office hours, so please communicate with me regarding any help you may need. I am here to help you.

Emergencies occur, and I expect you will communicate any needs as quickly as possible. If you find that you are having trouble in the course, I expect you to come to office hours or contact me outside of class and seek advice as early as possible in the term. If you are having personal problems, I also expect that you make me aware of the situation (no details necessary!) as soon as possible. If you wait until the week before the end of the semester, there is very little that I can do.

I seek your success in the course. If there is anything I can do to help you achieve such, please communicate with me.

Policy on Accessibility and Honesty and Plagiarism:

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by dialing extension 1586.

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated harshly. Any plagiarism will result in an 'F' in the class.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Safeassign.

Reading Schedule and Due Dates

* denotes that the text to be read is included in the Core History 1 Reading Packet

Quizzes for the weekly reading assignment will generally be given on Thursday and Friday.

<u>FALL 2013</u>	<u>SPRING 2014</u>
<p><u>Week 1: Prolegomena AND Introduction: The State of Belief in the Ancient World</u> 8/19-8/23 Vergerius on the Liberal Arts and History Hesiod, <i>Theogony</i> Woolf pp. 14-39 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 1: Hesiod, <i>Theogony</i></p>	<p><u>Week 1: Prolegomena AND Introduction: The State of Belief in the Ancient World</u> 1/6-1/10 Vergerius on the Liberal Arts and History Hesiod, <i>Theogony</i> Woolf pp. 14-39 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 1: Hesiod, <i>Theogony</i></p>
<p><u>Week 2: The State of Belief in the Ancient World (cont.)</u> 8/26-8/30 *Xenophanes Old Testament (selection) *Confucius, <i>Analects</i> (selection) *Laozi, <i>Daodejing</i> (selection) Woolf pp. 44-45, 50-53, 100-103 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 2: Packet readings</p>	<p><u>Week 2: The State of Belief in the Ancient World (cont.)</u> 1/13-1/17 *Xenophanes Old Testament (selection) *Confucius, <i>Analects</i> (selection) *Laozi, <i>Daodejing</i> (selection) Woolf pp. 44-45, 50-53, 100-103 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 2: Packet readings</p>
<p><u>Week 3: Political History of Greece, Archaic and Classical</u> 9/2-9/6 9/2 No Class (LABOR DAY) Be aware that this is a short week; the theme will be introduced earlier the week prior. Herodotus, <i>The Histories</i> (selection) *Thucydides, <i>The Peloponnesian War</i> (selection) Woolf pp. 60-61 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 3: Herodotus and Thucydides</p>	<p><u>Week 3: Political History of Greece, Archaic and Classical</u> 1/20-1/24 1/20 No Class (MLK HOLIDAY) Be aware that this is a short week; the theme will be introduced earlier the week prior. Herodotus, <i>The Histories</i> (selection) *Thucydides, <i>The Peloponnesian War</i> (selection) Woolf pp. 60-61 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 3: Herodotus and Thucydides</p>
<p><u>Week 4: How Should We Be Governed? Archaic and Classical Greece</u> 9/9-9/13 *Plutarch, <i>Lycurgus</i> Aristotle, <i>Politics</i> Books 1-2 Woolf pp. 62-63 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 4: Plutarch and Aristotle</p>	<p><u>Week 4: How Should We Be Governed? Archaic and Classical Greece</u> 1/27-1/31 *Plutarch, <i>Lycurgus</i> Aristotle, <i>Politics</i> Books 1-2 Woolf pp. 62-63 You are HIGHLY ENCOURAGED to discuss Paper Proposal with me Quiz 4: Plutarch and Aristotle</p>

Week 5: How Should We Be Governed?: and Civic Virtue in Greece and Rome

9/16-9/20

Aristotle, *Politics* Book 3

Hesiod, *Works and Days*

***Polybius, *Histories* (selection)**

Woolf pp. 64-65

Quiz 5: Aristotle

Paper proposal due via SafeAssign, 5pm Friday 9/20

Week 6: The Nature of Social Relationship and Civic Virtue in Rome

9/23-9/27

Cicero, *Concerning Obligations*, Book 1

Virgil, *Aeneid* Books 1, 4

Woolf pp. 68-69

Quiz 6: Hesiod, Cicero, Polybius

YOU MUST WORK ON YOUR ANNOTATED BIBLIOGRAPHY THIS WEEK

Week 7: Augustus' Virtue, Augustus' Empire

9/30-10/4

Virgil, *Aeneid* Books 6, 8

Woolf pp. 70-71

Quiz 7: Virgil

Annotated bibliography due via SafeAssign, 5pm Friday 10/4

Week 8: Midterm Week

10/7-10/11

**MIDTERM WEEK: Midterm break 10/10-10/11
THESIS/OUTLINE DUE NEXT WEEK**

Week 9: Late Antiquity and Christianity: How Should We Believe = How We Should Be Governed

10/14-10/18

***Tacitus, *The Annals* (selection)**

***Eusebius, (selections)**

Basil the Great, *On Greek Literature

***Benedict, *Rule* (selections)**

Woolf pp. 72-75, 80-81

Midterm Exam MONDAY / TUESDAY

Quiz 9: Packet readings

Thesis/outline due via SafeAssign, 5pm Friday 10/18

Week 10: Tutorial Week

10/21-10/25

Tutorial week: you MUST meet me to discuss your

Week 5: How Should We Be Governed?: and Civic Virtue in Greece and Rome

2/3-2/7

Aristotle, *Politics* Book 3

Hesiod, *Works and Days*

***Polybius, *Histories* (selection)**

Woolf pp. 64-65

Quiz 5: Aristotle

Paper proposal due via SafeAssign, 5pm Friday 2/7

Week 6: The Nature of Social Relationship and Civic Virtue in Rome

2/10-2/14

Cicero, *Concerning Obligations*, Book 1

Virgil, *Aeneid* Books 1, 4

Woolf pp. 68-69

Quiz 6: Hesiod, Cicero, Polybius

YOU MUST WORK ON YOUR ANNOTATED BIBLIOGRAPHY THIS WEEK

Week 7: Augustus' Virtue, Augustus' Empire

2/17-2/21

Virgil, *Aeneid* Books 6, 8

Woolf pp. 70-71

Quiz 7: Virgil

Annotated bibliography due via SafeAssign, 5pm Friday 2/21

Week 8: Spring Break

2/24-2/28

Mid-Semester Break: No classes

THESIS/OUTLINE DUE NEXT WEEK

Week 9: Late Antiquity and Christianity: How Should We Believe = How We Should Be Governed

3/3-3/7

***Tacitus, *The Annals* (selection)**

***Eusebius, (selections)**

Basil the Great, *On Greek Literature

***Benedict, *Rule* (selections)**

Woolf pp. 72-75, 80-81

Midterm Exam MONDAY / TUESDAY

Quiz 9: Packet readings

Thesis/outline due via SafeAssign, 5pm Friday 3/7

Week 10: Tutorial Week

3/10-3/14

Tutorial week: you MUST meet me to discuss your

thesis/outline

**Week 11: A Challenge from the East and
Rebirth of Civilization in the West**

10/28-11/1

**Qur'an 2 and 9*

*Witnesses of the Islamic conquests (selection)

Einhard, Life of Charlemagne

Woolf pp. 66-67, 104-107, 118-121

Quiz 10: Packet readings and Einhard

FINAL PAPER DUE NEXT WEEK

**Week 12: Feudalism, Crusades, and the
Existence of God**

11/4-11/8

**Those Who Fight, Work, and Pray* (selections)

**The Crusades* (selections)

**Anselm* (selections)

Woolf pp. 98-99, 108-113, 122-127

Quiz 11: Packet readings

Final paper due via SafeAssign, 5pm Friday 11/8

**Week 13: Christianity Informed by Ancient
Philosophy: The Nature of Law**

11/11-11/15

Aquinas, On Law, Morality, and Politics
(selection on Law)

Woolf pp. 114-117

Quiz 12: Aquinas

Week 14: Conciliarism & Reformation

11/18-11/22

**Marsilius of Padua* (selection)

**Nicholas of Cusa* (selection)

**Luther, To the German Nobility* (selection)

Woolf pp. 128-129, 156-157

Quiz 13: Packet readings

Week 15: Thanksgiving

11/25-11/29

Thanksgiving Holiday

**Week 16: State and Church and Church &
State: The Renaissance**

12/2-12/6

Petrarch, Letters

Machiavelli, The Prince

Quiz 14: Machiavelli

Review readings

thesis/outline

**Week 11: A Challenge from the East and
Rebirth of Civilization in the West**

3/17-3/21

**Qur'an 2 and 9*

*Witnesses of the Islamic conquests (selection)

Einhard, Life of Charlemagne

Woolf pp. 66-67, 104-107, 118-121

Quiz 10: Packet readings and Einhard

FINAL PAPER DUE NEXT WEEK

**Week 12: Feudalism, Crusades, and the
Existence of God**

3/24-3/28

**Those Who Fight, Work, and Pray* (selections)

**The Crusades* (selections)

**Anselm* (selections)

Woolf pp. 98-99, 108-113, 122-127

Quiz 11: Packet readings

Final paper due via SafeAssign, 5pm Friday 3/28

**Week 13: Christianity Informed by Ancient
Philosophy: The Nature of Law**

3/31-4/4

Aquinas, On Law, Morality, and Politics
(selection on Law)

Woolf pp. 114-117

Quiz 12: Aquinas

Week 14: Conciliarism & Reformation

4/7-4/11

**Marsilius of Padua* (selection)

**Nicholas of Cusa* (selection)

**Luther, To the German Nobility* (selection)

Woolf pp. 128-129, 156-157

Quiz 13: Packet readings

Week 15: Easter Break

4/14-4/18

Short Week: Easter Break

**Week 16: State and Church and Church &
State: The Renaissance**

4/21-4/25

Short Week: Easter Break

Petrarch, Letters

Machiavelli, The Prince

Quiz 14: Machiavelli

Review readings

Finals Week

12/9-12/13

Double-check the finals schedule at the Registrar's website.

Happy Christmas!

Grades available via MyRecords after 12/17!

Finals Week

4/28-5/2

Double-check the finals schedule at the Registrar's website.

Happy Summer!

Grades available via MyRecords after 5/6!

Paper Assignment, Requirements, and Due Dates

**Core History Term Paper – *The West and the World* and *America and the World*
Drs. Armstrong, Brown, Dawn, Francisco, Pettus, and van Voorhis**

Term paper requirements

The paper you write for this course comprises 30% of your final grade. Successful completion of the paper requires you to complete several tasks leading up to its final submission.

Students will write one major research paper demonstrating deep thought about a broad idea from a significant text (or texts) from the assigned readings for the class. Papers will analyze one or two authors from the semester's reading list, engaging with one of the following themes as an interpretive lens for reading the text:

Aristocracy, Art, Astronomy, Beauty, Citizen, Constitution, Courage, Custom and Convention, Democracy, Duty, Education, Emotion, Eternity, Evolution, Experience, Family, Fate, God, Good and Evil, Government, Habit, Happiness, History, Honor, Judgment, Justice, Knowledge, Labor, Language, Law, Liberty, Life and Death, Logic, Love, Man, Mathematics, Matter, Mechanics, Medicine, Metaphysics, Mind, Monarchy, Nature, Oligarchy, One and Many, Opinion, Physics, Pleasure and Pain, Progress, Prophecy, Prudence, Punishment, Religion, Revolution, Rhetoric, Same and Other, Science, Sin, Slavery, Soul, Space, State, Temperance, Theology, Time, Truth, Tyranny and Despotism, Universal and Particular, Virtue and Vice, War and Peace, Wealth, Will, Wisdom

Papers should demonstrate the unique perspective the author brings to the topic and propose why it matters in history.

For resources to approach the papers, students are strongly encouraged to attend one or more convocation sessions, as well as Writing Center workshops, the dates of which will be announced in class.

ALL WRITTEN WORK TURNED IN FOR CORE HISTORY MUST FOLLOW THESE BASIC RUBRICS:

- Typed work (word processor), neatly and legibly, 8½" x 11" paper
- 1" margins all sides
- Times New Roman font, 12 pt.

What follows is an explanation and schedule for the components of your paper.

1. PAPER PROPOSAL (30 POINTS)
DUE DATE: FRIDAY OF WEEK 5

Choose three authors, one from the first five weeks, one from the middle five, and one from the last six. For each author, write a paragraph or two describing what listed themes seem to be prominent in the author's text(s), and how the author addresses those themes.

This assignment must be between 600-900 words.

2. ANNOTATED BIBLIOGRAPHY (30 POINTS)
DUE DATE: FRIDAY OF WEEK 7

Narrow your focus to one author, or perhaps two whom you intend to compare/contrast. Establish historical context for the author and work through basic encyclopedia/dictionary research. Consult reference works on the CUI Library LibGuide for History at <http://cui.libguides.com/hist201> and <http://cui.libguides.com/hist202>. Select at least two works of secondary literature (you are limited to monographs, chapters in edited books, or articles from scholarly journals) that provide either historical background for, or analysis of, the particular text(s)/author(s) upon whom you have chosen to focus. Write a bibliography entry for each source (at least 1 or 2 for your primary source(s), 1 for your encyclopedia research, and at least 2 for your secondary sources), and a one-page annotation for each.

Inappropriate use of and reference to online sources constitutes failure on this assignment. NO ONLINE DICTIONARIES / ENCYCLOPEDIAS / OTHER WEBSITES may be used to support your paper's research. Recall that journals accessed via database and other such sources are considered print resources for all practical purposes, and you are NOT to cite database information in your bibliography or footnotes.

This assignment must be between 800-1200 words.

3. FIRST PARAGRAPH/OUTLINE (40 POINTS)
DUE DATE: FRIDAY OF WEEK 9

Write the first paragraph / outline of the paper, which must include the following elements:

- A. The immediate context of the text(s) being examined, including the year of the text (or approximate year, if unknown); the major social, political, religious, or related events and/or trends that may have affected the text(s); and information about the author that may be useful for understanding the text(s).
- B. The thesis statement, which should demonstrate the unique perspective the author brings to the topic you are treating and why it matters in history.
- C. A brief preview or roadmap of the arguments that you will make in support of your thesis.

4. FINAL PAPER (100 POINTS)
DUE DATE: FRIDAY OF WEEK 12

Your final paper must be 7-9 pages (1800-2300 words), PLUS the title page and bibliography.
You must turn your paper in via SafeAssign
You must follow all instructions.

While it may NOT count among your bibliography's secondary sources, you will find it very helpful to use the *Synopticon* on reserve in the library.

Some additional notes:

Take your writing seriously. You are a student, and that means you need to exchange ideas in the currency we use in scholarship: the written word. If your ideas get expressed accurately and powerfully in print, then you succeed in this vocation of being a student. If not, then you fail, in part or entirely. There are plenty of opportunities to firm up your writing: books, articles, Writing Centers, classes, and websites aplenty are available to teach you how to do this task. The thesis is plain: make your thoughts known, and deliver them in such a way as not to hinder your audience's understanding, from thesis paragraph to footnotes to bibliography. Employ the Writing Center as early as possible to help you; use us and other instructors as well if you need additional help.

Grading Template: Term Paper**The West and the World**

This sheet has been provided for you for your own records. It does not need to be signed. You should use it to track the course of your paper assignments. You will receive grades throughout the term which you may want to record here for yourself to reflect on your progress in getting this part of the class completed. Each of the preliminary assignments counts toward your grade, adding up to a total of 100 by the submission of the thesis/outline.

Preliminary Assignments

9/20 Paper proposal _____ /30

10/4 Annotated bibliography _____/30

10/18 Thesis/outline _____/40

Paper Assignments Total _____/100 pts

Final paper

11/8 Final paper _____/100 pts

Paper Grade Breakdown (You will receive a sheet showing your score in each of the categories, as well as a final score)

Thesis (20 points): There is a clear argument presented (that is, you state clearly near the beginning of your paper what you are arguing and how, and the argument adheres to the assignment).

Content (20 points): Solid, accurate information is presented in support of the thesis, reflecting broad study and deep thought.

Organization (20 points): There is logic, order, and readability to the information presented.

Usage/Documentation (20 points): Usage of the English language, including grammar, punctuation, spelling are correct; and proper, generous documentation has been given.

Adherence to professor's instructions (20 points): 7-9 pages (1800-2300 words), format correct (font, margins, footnotes, etc.), style following *A Writer's Reference* (see CMS style in Hacker and Sommers, summarized at the end of this document in the Concordia University, Irvine History Dept. Style Guide).

Department of History and Political Thought, Concordia University
Style Guide “Cheat Sheet”

For further guidance, please refer to *A Writer’s Reference* (7th ed.) By Diana Hacker and Nancy Sommers, pp. 499-537 (If there are questions or discrepancies ask your instructor.)

1. LAYOUT OF ASSESSED WORK

- Margins must be 1” on all sides of the page
- The text must be double-spaced; the footnotes and bibliography should be single-spaced.
- Font should be Times New Roman; size for text should be 12pt; for footnotes 10pt.
- The title page should record the essay question or title, the name of the student, course name and section number, the professor’s name and the date.
- The bibliography should begin on a separate page at the end of the essay.
- Use footnotes for citation of sources instead of parentheses within the text.
- Footnote markers should be numerical and superscript; footnotes should run consecutively throughout the essay.
- All pages, **NOT including** the title page and bibliography, should be numbered consecutively in the top right corner of each page.
- Quotations of three lines or fewer should run on in the text and be enclosed in quotation marks. Quotations of more than three lines should be inset on both left and right sides and single-spaced, without quotation marks.

IF ANY OF THESE THINGS ARE UNFAMILIAR TO YOU SEE THE CORE PEER TUTOR AND/OR THE PROFESSOR

2. BIBLIOGRAPHY

- The bibliography should list all material which has informed the content of the essay
- In all sections the works should be listed alphabetically by author. Works by the same author should be listed alphabetically by title under his/her name.

3. FOOTNOTES

You may find it useful to put together your bibliography before you start writing and then cut and paste individual entries into the footnotes.

The formatting of a footnote entry differs from that of an entry in the bibliography in that

- the author’s first name, or initials, come before his/her surname;
- the footnote will usually contain a page reference: each citation must provide the precise page number on which the material appears (it is not sufficient to reference all the pages of the entire article as in the bibliography);
- imprint info (publisher, etc.) is slightly different in footnotes than in biblio: see examples.

BIBLIOGRAPHY FORMAT

It is essential that the layout of the bibliography is logical and consistent. Examples:

1. Book (primary source)

Robertson, A.J., ed. and trans. *Anglo-Saxon Charters*. Cambridge: Cambridge University Press, 1956.

Virgil. *Aeneid*. Trans. by Stanley Lombardo. Indianapolis: Hackett, 2005.

2. Book (monograph)

Colley, Linda. *Captives: Britain, Empire and the World, 1600-1850*. London: Anchor, 2002.

3. Chapter within a Book

Bahlcke, Joachim. "Calvinism and Estate Liberation Movements in Bohemia and Hungary (1570-1620)." In *The Reformation in Eastern and Central Europe*, edited by Karin Maag, 72-91. Aldershot: Scolar Press, 1997.

4. Journal Article

McGinnis, Scott. "'Subtiltie' Exposed: Pastoral Perspective on Witch Belief in the Thought of George Gifford." *Sixteenth Century Journal* 33 (2002): 665-686.

FOOTNOTES – EXPANDED FORM FORMAT (used the first time the source is cited)

1. Book (primary source cited by page; but be aware poems, ancient/medieval translated sources, plays, the Bible, etc., get cited by paragraph, line, act, scene, chapter, verse, etc.)

¹ A.J. Robertson, ed. and trans., *Anglo-Saxon Charters* (Cambridge: Cambridge University Press, 1956), xix.

² Virgil, *Aeneid*, trans. Stanley Lombardo (Indianapolis: Hackett, 2005), 6.108-112.

2. Book (monograph)

³ Linda Colley, *Captives: Britain, Empire and the World, 1600-1850* (London: Anchor, 2002), 45.

3. Chapter within a book

⁴ Joachim Bahlcke, "Calvinism and Estate Liberation Movements in Bohemia and Hungary (1570-1620)," in *The Reformation in Eastern and Central Europe*, ed. Karin Maag (Aldershot: Scolar Press, 1997), 85.

4. Journal article

⁵ Scott McGinnis, "'Subtiltie' Exposed: Pastoral Perspective on Witch Belief in the Thought of George Gifford," *Sixteenth Century Journal* 33 (2002): 670-675.

ABBREVIATED FORM OF FOOTNOTES (used the second and subsequent citations of the same work, in abbreviated, but readily identifiable, form: usually author's surname, short version of title and page reference.)

1. Book (primary source)

⁶ *Anglo-Saxon Charters*, 51-53.

⁷ Virgil, *Aeneid* 4.650-651 (trans. Lombardo).

2. Book (monograph)

⁸ Colley, *Captives*, 63.

3. Chapter within a book

⁹ Bahlcke, "Calvinism and Estate Liberation," 82.

4. Journal article

¹⁰ McGinnis, "'Subtiltie' Exposed," 676-677.

The MISSION of Concordia University

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Institutional Learning Outcomes for Undergraduate Students (ULOs)

Written Communication (WC): Students will compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in

discipline- or genre-specific conventions of writing.

Oral Communication (OC): Students will make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.

Systematic Inquiry (SI)—Critical Thinking & Information Literacy: Students will explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

Quantitative Reasoning (QR): Students will demonstrate understanding of quantitative facts and concepts,

perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

Christian Literacy and Faith (CLF): Students will describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocations in

life, and have many opportunities to receive instruction in the Christian faith.

Service to Society and Church (SSC): Students will serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.

Informed and Responsive Citizenship (IRC): Students will explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific

knowledge relates to other disciplines; and describe healthy lifestyles.

Specialized Knowledge (SK): Students will apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

The PURPOSE of the School of Arts & Sciences

The School of Arts and Sciences strives to educate its students within the multifaceted context of the liberal arts. Using both the riches of the past and the knowledge of today, Concordia instills in its students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world.

The PURPOSE of the Department of History and Political Thought

The Department of History and Political Thought strives to equip students to "see life steadily and see it whole." The interdisciplinary natures of the courses required for these majors attempt to look at the human experience both communally and individually and in both the past and present. All three majors are approached from the liberal arts tradition of learning for the sake of learning. The courses cover a broad range of topics, generally include the great works particular to the course subject and have rigorous reading and writing expectations. The graduates of Concordia University from this department will have a mind not only well filled, but well trained.

Program Learning Outcomes (PLOs)

Systematic Inquiry

1. Empirical Inquiry:

Students will explain and conduct empirical research to study human experience and behavior, both past and present.

Students will utilize primary and secondary sources to demonstrate knowledge of past and present cultures of the world and issues affecting the global community.

2. Theoretical Cognizance:

Students will examine major concepts, models, and theories to interpret human experience within the context of historical, political, socio-cultural, and economic life.

Written and Oral Communication

3. Articulate Expression:

Students will conceptualize and articulate important elements of selected disciplines within the social sciences through persuasive written and oral communication.

Christian Literacy and Faith

4. Christian/Western Worldview:

Students will critique the role of the Christian church in molding western thought and law, as well as instances when other regional world-views were adopted, embraced or discarded by the church.

Informed and Responsive Citizenship

5. Cultural Understanding:

Students will recognize and explain that documents and artifacts are art forms that record cultural change and serve as a moralizing influence.

6. Historical and Existential Awareness:

Students will apply examples from the social sciences of heroic actions, humility and grace to their own lives.

Course learning outcomes (CLOs)

At the end of the course students will be able to:

Analyze critically primary historical sources (PLO 1, 2).

Communicate clearly historical analysis both orally and in good, standard written English (PLO 3).

Describe with informed appreciation social structures, class cultures, and the role of social conflict in history (PLO 1, 2, 3, 5).

Describe with sensitivity and informed appreciation the status, roles and contributions to Western Civilization of women, minorities, and ethnic groups (PLO 4, 5, 6).

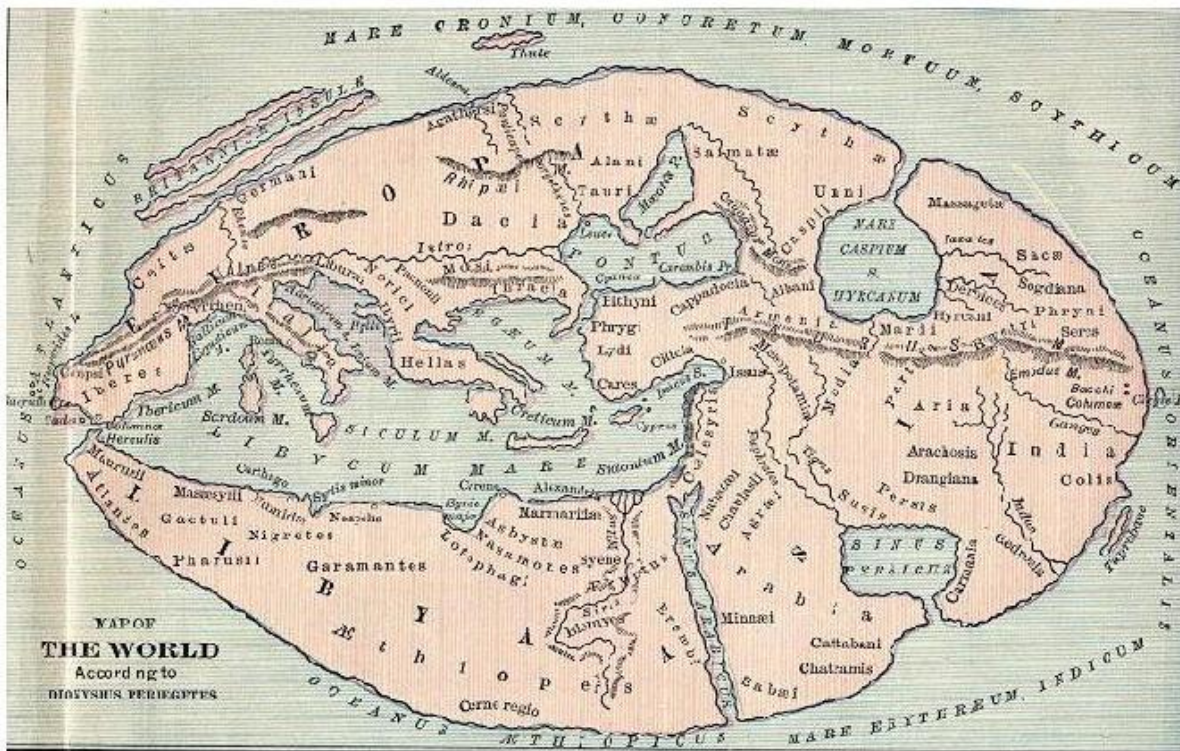
Outline the dialectic between the chronology of history and the history of the literary tradition in the West, especially as the course engages with Core Literature 1 at Concordia University (PLO 1, 2, 3).

Evidence of student learning will be directly assessed through evaluation of assignments including the reading quizzes, exams, term paper assignments, and the submission of the final term paper.

Core History 1: The West and the World

Ancient Civilization to Reformation – 3000 B.C. to 1500s A.D.

Packet of supporting texts and reading notes



Unless otherwise noted, the texts published herein are revisions of translations in the public domain. Supporting documentation may be found in the table of contents.

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